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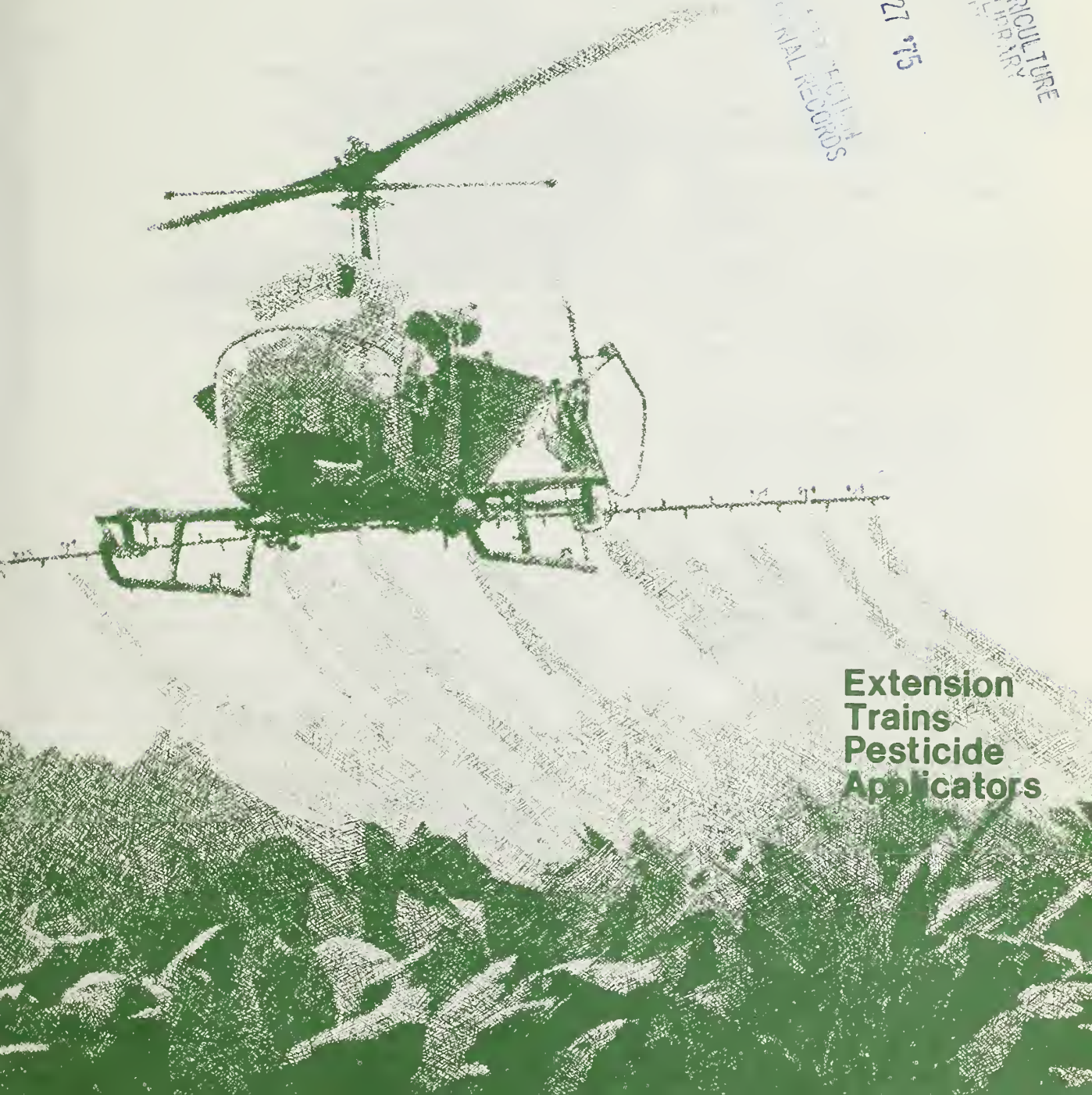
EXTENSION SERVICE review

U. S. Department
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**Extension
Trains
Pesticide
Applicators**

The Extension Service Review is for Extension educators—in County, State, and USDA Extension agencies — to help people learn how to use the newest research findings to bring about a more abundant life for themselves and their communities.

EARL L. BUTZ
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EXTENSION SERVICE review

Official bi-monthly publication of Cooperative Extension Service; U.S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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Protecting Life, Environment, Crops

A hundred years ago, an almanac advised farmers to "plant one for the mole, one for the crow, one for the blight, and one to grow."

Today's farmer, with the help of insect and disease-resistant plants, and new, improved pesticides, can hope to plant all his seed to grow.

Most American farmers and commercial pesticide applicators use pesticides safely now, and should have little difficulty in proving their competence. But by October 1976, those who use restricted-use pesticides must be certified as to their ability to handle them safely.

This certification could allow the use of pesticides that might not otherwise be available, if it were not for this assurance that such highly toxic products will be used only by qualified persons.

A competent applicator will protect life and the environment as well as crops. Misuse of pesticides is not only a danger, but can damage crops or keep them off the market because of illegal residues.

In this issue of the *Review* are some details of a cooperative program between Extension and the Environmental Protection Agency (EPA) for training and certifying pesticide applicators. — *William E. Carnahan.*



Extension trains pesticide applicators

by
William Carnahan
Information Specialist
Extension Service-USDA

By October 1976, about 2 million American farmers and 100,000 commercial pesticide applicators must show they are competent to handle restricted-use pesticides. The Extension Service is playing a key role in helping get these people "certified."

"Certified applicators are those who have shown that they can handle restricted-use pesticides without endangering themselves, the public, or

the environment," explains L. C. Gibbs, program leader, pesticide chemicals (ES-USDA). Gibbs has been working with the Environmental Protection Agency (EPA) on the training and certification program.

The training program is a cooperative venture of the Extension Service (ES) and EPA. EPA is providing \$5 million for fiscal year 1976 (subject to approval) and Extension is doing the training.

Educational materials that may be used by the states in their training programs have been developed by ES and EPA. The materials include two basic manuals, *Apply Pesticides Properly . . .*, one for private applicators, one for commercial applicators; a slide-tape presentation; and a programmed instruction version of the private applicator's manual.

Some states will be using the federal materials, some states will be using their own training materials, and other states will be using both. There is no federal certification program.

States have the option of certifying by written exam, oral exam, or by other means proposed by the state and approved by EPA. EPA has outlined a series of acceptable alternatives for certification.

Each state is developing its own certification program within standards set by EPA. Training programs in each state are aimed at training the applicators to meet these standards. While the programs are being

developed by the individual states, each program must be approved by EPA before it can be fully implemented. Here's how three states plan to train and certify their pesticide applicators.

In New York, Cornell University, in cooperation with 11 other northeastern states, has developed a training manual covering the essentials of using pesticides safely.

The manual is part of a package program that also includes a 22-minute film that is keyed to the manual, and a slide-tape presentation that is keyed to the film. The manual is used in all training sessions, but the film and slides are used at the option of the county agents, who are doing the training.

Training sessions, which last from 3 to 4 hours, are usually held in a local school or other facility that will accommodate a class of 50.

About 75 percent of those taking the exam pass. The 25 percent who fail the exam must wait at least 30 days before returning for additional training and another shot at the exam. The exam is given by the New York Department of Environmental Conservation.

Private and commercial applicators are trained in the same sessions, but commercial applicators receive additional training in their specialty.

In Oklahoma, county agents are using a tape-slide show developed by the Oklahoma Extension Service and the State Department of Agriculture.

Agents are free to use the slides in a format that fits their own training plans. Dr. Newton Flora, supervisor of the Certification and Training Programs for the Oklahoma Department of Agriculture, says he expects most farmers will pass the test on the first try.

Those who do not pass may attend another training session, or study at home and then take the examination at their county agent's office. For those who still have trouble, they may take an oral exam given by a field inspector of the Oklahoma Department of Agriculture.

Pennsylvania State University has developed a packet of materials that includes a home study, or correspondence course in the form of a training manual, and the exam. Farmers and other private applicators must send to the University for the materials.

The exam, which has 75 questions, is taken at home using the training manual to look up the answers. Win and K. Hock, Penn State University Extension pesticide specialist, says, "Most of the exam questions require only common sense, but if a farmer has to look up many answers, we figure he will have read most of the manual."

Completed exams are returned to the State Department of Agriculture for certification. Commercial applicators use a home study course too, but it will be in the form of training packets in their special categories, such as agronomic crops, orchard

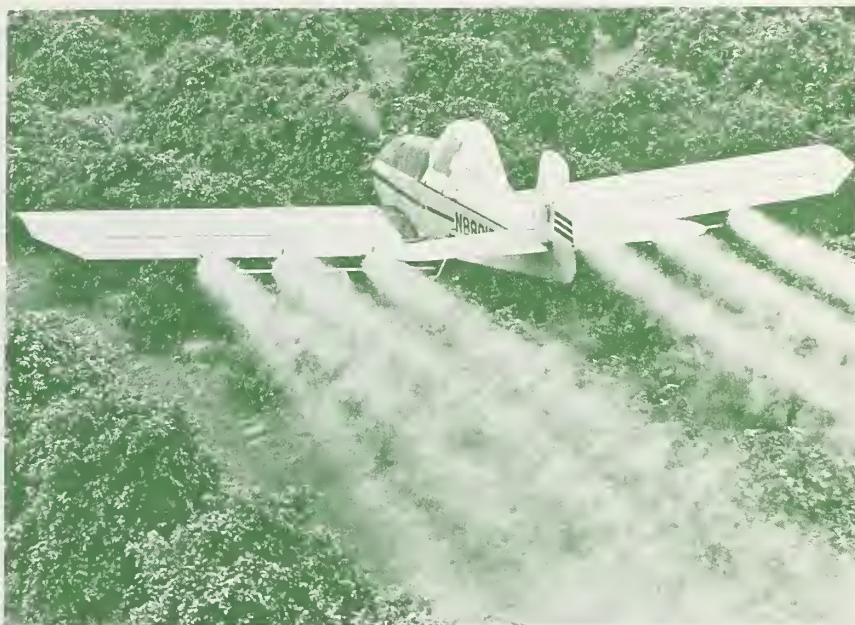
crops, etc. The exam for the commercial applicator will be an open book exam, but will be proctored by the Pennsylvania State Department of Agriculture.

Pennsylvania's county agents are using the mass media to get the word out about the home study course and the required certification. Farmers who need additional help can get it from their county agent or from any of seven regional offices of the State Department of Agriculture.

Certification applies only to the use of restricted-use pesticides. These are generally classified as those chemicals that require additional regulation beyond the label instructions to prevent harm to people and the environment. A tentative list of general and restricted-use pesticides, including the most widely used agricultural materials, is being developed by EPA.

Restricted-use products may be used only by certified applicators, or by persons working under their supervision. In addition to being able to handle pesticides safely, certification could also mean that certain chemicals that might otherwise have to be taken off the market because of their potential dangers, could continue to be used.

Some states have had strong, effective pesticide use regulations in effect for several years. Others have had none. Through this cooperative ES-EPA program, American consumers can be assured of continued adequate and safe supplies of food and fiber. □



A Florida citrus grove is sprayed with pesticides from the air . . .



A Michigan cherry orchard is sprayed from the ground.

The "dirty dog" is back in 4-H

by
Robert L. Williams
*Extension Editor
Public Information
University of Georgia*

Two young women, both with a love of dogs, a willingness to learn, and above all, a willingness to share, have had a real impact on their communities. Debbie Burnett, Barrow County, Georgia, and Patricia Working, Paulding County, have invested a great deal of their time in teaching youngsters the fundamentals of dog care and training.

Debbie and Patricia attended the 4-H dog clinic in 1973 and then returned in 1974 as junior leaders. As novice trainers the first year, both learned the fundamentals of obedience training, showmanship, feeding, grooming, and health care from members of the Atlanta Obedience Club, University of Georgia faculty and staff, and representatives of a dog food company.

While attending the clinic, the two 4-H'ers saw greater application of their experiences than simply sharpening up the skills of the household hound.

Debbie talked over her ideas with Kate Callaway, Barrow County Extension agent, who suggested that Debbie bring her white miniature poodle, Romeo, to the next 4-H meeting. Romeo wooed them. Eleven came to the first program of the Barrow County 4-H dog clinic but interest soon increased.

The class had to make their own training collars since none could be obtained locally. They met weekly, each training her or his own dog in the basic obedience skills while learning the fundamentals of good dog care.

To stimulate more local interest, Debbie planned and held a dog show.



Patricia Working and "Doc" at the 4-H Clinic.

With categories such as Dirtiest Dog, Shortest Dog, Longest Dog, Smartest Dog, and Happiest Dog, Debbie hoped to attract non-professional dog handlers, those who might be interested in fundamental training.

Patricia Working took a different approach. She was fascinated by the talents displayed by both dog and handler in the dog clinic demonstrations by the Atlanta Obedience Club (AOC). She contacted Mary Seck and Barbara Wise, both AOC members, for assistance in founding an obedience clinic in Paulding County.

Not only did the two come and help Patricia start the group, but returned periodically to assist in the training. Soon 4-H'ers were handling dogs in high style. They handled so well that Patricia took five of her first group to the Southeastern Fair where they captured either first or second in their respective classes for obedience trials.

Attracted by the news of her success, more and more youngsters

began attending classes. "I even had adults from Cobb County who drove down for instruction," said Patricia. "They came with their kids but they got right in the ring, too."

Returning as junior leaders to the 4-H dog clinic at the University Coliseum, the two were able to sharpen their teaching technique under close supervision of the clinic's staff. Selected as leaders because of their efforts back home, both girls taught a class on 4-H dog projects to the 130 youngsters attending the week-long event.

Patricia and Debbie look forward to even better programs using the tips they picked up this year and the experiences from last year's efforts. Patricia hopes to introduce more advanced training. Debbie would like to see more entries. However, she warns of stiffer competition.

It seems the winner of last year's Dirtiest Dog award will be back. "The boy who owned him said the dog hadn't been cleaned in 3 years," relates Debbie "And now, he has had another whole year to get dirtier." □

Downeast drowning insurance

by
Ronald Knight
*Information Specialist
University of Maine*

For generations many people of Washington County, a rural, Downeast Maine area, have made their livelihood from the sea, trusting in their skill and hardiness to save them from the caprices of Atlantic Ocean weather. Few ever learned to swim. Consequently, drownings became an accepted occupational hazard.

This fatalistic attitude has changed markedly in the 5 years since the Cooperative Extension Service organized a children's swimming program. Not only are parents vigorously supporting the program, they are beginning to share in it.

It has been a truly cooperative effort, with almost every segment of the county's population participating.

Originally organized for 4-H members (ages 9-19), the program soon expanded to include what now turns out to be the most enthusiastic age group—6 through 8.

Since its inception in the summer of 1970, some 2,150 children have joined the program, with more than 900 earning at least one Red Cross swimming certificate. Many have advanced through the beginner, advanced beginner, intermediate and swimmer phases to junior and senior lifesaving.

Financing the program in a rural, economically depressed area is complex. Funds contributed by parents, the county, 20 participating towns, and the Cooperative Extension Service have been the financial backbone.

Among the sponsors is the Downeast Camp Corporation con-

sisting of interested citizens. This group has sought and received funds from churches, clubs, community organizations, the Indian Tribal Council, granges, and many other groups.

More than \$40,000 has been raised locally to support the swim program, much of it in small contributions.

The program now has 12 qualified instructors, all college students. Seven are employed full-time during the summer—two at an overnight camp that runs for eight weeks, and six at the day-program sites. The day program has two 3-week sessions.

Illustrating enthusiasm for the

program, some youngsters have to make a 50-mile round trip each day to participate. Most are bussed, but others are driven by parents.

Families pay \$3 a week per child entered in the day program, with a \$7 maximum if more than three from a family are enrolled. Children whose parents cannot afford to pay are admitted free of charge.

Parent interest has been the cementing ingredient solidifying the program in Washington County. Having lost friends, neighbors and relatives at sea, learning to swim is seen as the best insurance possible against further tragedies. □



Michael, Mark, and Danny practice the back float so they can pass the beginner swimming course.

Lectures for loan

by
Arland R. Meade
*Head, Agricultural Publications
Cooperative Extension Service
University of Connecticut*

If Ted Stamen has an obsession, it is to get more horticultural information to more and more people.

As horticultural agent for New Haven County, he works through the Connecticut Cooperative Extension Service. But he found that conventional methods of contacting people face-to-face, through phone calls, meetings and newsletters were reaching too few home gardeners in his county of about 750,000 population. Therefore, he devised a system of illustrated horticultural lectures to lend to groups and reach more people.

This, his newest venture, is a cooperative one with a large garden club and a grant from a private foundation. The project relies heavily on audiovisual techniques and volunteer staffing.

During Ted's years with Extension in Connecticut, he has worked with press, radio and television with success. He pushed use of recorded messages that played automatically to telephone callers—and he promoted these widely through direct mail and press announcements.

But, Ted realized he could not teach enough subject matter to enough people through the minutes on broadcast media. He could, within rigid time and energy limits, convey more detailed information to groups. He was invited to speak to so

many garden clubs and other organizations that there were not enough days of the year—and he had obligations to commercial horticultural interests, too. (This situation is true of Extension horticulturists across the Nation.)

To fill the need, he decided to prepare his lectures in recorded and illustrated form that organizations could RENT. Experience had shown that people forget, are careless, or often lend materials to a third party, or for a number of reasons fail to return the sets promptly and in good order. So he required a substantial deposit.

Did the borrowers object? No, they were glad to get this substitute for Ted when they could not get him in person.

Ted's first illustrated lecture was on vegetable gardening. A Connecticut newspaper reported: "An excellent series of 55 colored slides and a cassette is available on the home vegetable garden . . . you will learn how to plan the garden, plant it, care for it, and harvest the fruits of your labor. This slide-cassette series . . . can be mailed directly to any group in the state. A nominal rental fee is required . . ."

The main point of this story, however, is the cooperative educational venture between the Edgerton Garden Center, Inc., of New Haven (a corporation of about



Ted Stamen previews a horticultural slide-lecture before the Edgerton Garden Center.

300 members), and the Extension Service, with a grant of \$5,000 from the Caroline Foundation.

Ted already knew that many organizations would benefit from the lectures. Individuals could use the same materials if available in library-like carrels.

In cooperation with George Whitham, associate director of Extension, Ted presented his proposal to the Caroline Foundation. The foundation liked the plan and agreed that the Extension Service would produce 11 illustrated and recorded lectures on horticultural topics for the home gardener.

Stamen was to write scripts, collect slides, have lectures recorded by voice professionals, select equipment for mailing materials and for a carrel, and plan promotion.

Initially, materials were to be in

triplicate. Two sets were to be offered for rent at \$15 per use; the third to be supervised by Edgerton Garden Center staff for use in a carrel located on grounds owned by the city park system. Ownership of materials remains with Extension.

Since Extension did not have production staff for this kind of project, a subcontract was placed with a commercial film company for voicing, recording, tape duplication, and printing of 3,000 brochures.

Ted found the majority of the slides at land-grant universities across the Nation; already this was an interstate project. Some came from Ted's own camera. When other states could provide an appropriate set of slides with a script, Ted localized them for Connecticut, and the script was voiced by the same professional for all sets.

He shot many slides in the field, got others from artwork in the studio of the University of Connecticut multimedia center. Extension in Connecticut has no audiovisual staff or production service.

Ted searched for equipment that would make packaging, storing, and shipping as convenient as possible. He chose plastic mailing cases that double as shelf storage containers. The users must provide their own projector, screen, and cassette player. The announcements and all flyers relating to this project make it clear what kind of equipment to use and give instructions. Trial runs reveal no bugs.

Cassettes are recorded with audible impulses on one side and inaudible on the other, for changing the slides.

Twelve lectures are already in cases at the Center, ready to go into circulation.

When or whether additional topics will be covered is speculative, as Agent Stamen has just left Connecticut for a position in Los Angeles County, California. Still with the Extension Service, he will be a horticulturist with emphasis on use of media to carry information to homeowners. This opportunity came in part because of his innovativeness in teaching through the media in Connecticut.

Without the support of the Edgerton Garden Center, the venture this story focuses on could not be possible. Although both the club and Extension want to promote the offerings statewide, "going slow" is the watchword. Heavy demand is anticipated. In fact, with no announcements out yet, "leaks" brought about 20 letters of inquiry or orders. The Extension information office at Storrs will be primarily responsible for publicity.

Queries around the country have not revealed another project like this. Although it's still to be tested and evaluated, the satisfactory results of its prototypes seem to assure educational success. □

Michigan women encounter help

by
Cheryl Brickner
*Family Living Editor
Extension and Research Information
Michigan State University*



Diane Todak (left), child care specialist, conducts a mini-session on child development.

"At last I feel like a real person and I can accomplish something."

Martha Doon (fictitious name) was going nowhere. Her husband felt that a woman's place was in the home. She never got out socially. Her children had emotional problems and were "troublemakers" in school, and she couldn't handle them at home. Martha was afraid to speak to their teachers and never went to PTA functions. She felt inferior in all respects.

Then Martha learned about an Extension program held in Michigan's Branch County—the "Homemaking and Consumer Outreach Program for Adults With Special Needs." Now Martha has a responsible job. She participates in school functions and does volunteer work. Her children are happier and she feels she's become a much better person.

"We've had so many success stories like this," says Jeanne Converse, Branch County Extension home economist and program coordinator. "Women have gotten jobs and gone off ADC (Aid to Dependent Children). They've become better mothers. I could go on and on giving other examples.

Just what is this special needs program, and how did Jeanne get involved? First, Jeanne felt a need in Branch County for this type of program. She learned that federal funds were available, and after applying for them several times, she finally got the go-ahead in September 1972. Federal funds are still available. If your state Extension Service is interested in beginning a similar program you may contact Jeanne Converse for details. Write Route 5, 1123 W. Chicago Road, Coldwater, Mich. 49036.

Although there are 17 other such programs throughout Michigan, Jeanne is the only Extension worker who sought these funds.

The program consists of small encounter-class-type sessions. The women enrolled meet once a week for 2 hours. Originally, Jeanne conducted the classes. Now a full-time home economist, Dolly Broberg,



Branch County Extension Home Economist Jeanne Converse (right), and Dolly Broberg (left), program home economist, help a mother explore information on parenthood.

"What's so fantastic about this program is that women who were shy and afraid to say a word, now join in and volunteer their own experiences and really participate."

Both Dolly and Diane have the personality to make this program work. They empathize and often go to the women's homes to help them through stress periods.

"We've had terrific interagency support," says Jeanne. "The program was set up as a cooperative effort of different agencies."

The health department, social services, mental health clinic, churches and others refer women to the group. Volunteers from these agencies conduct some of the classes (the public health nurse gave a lesson on cancer).

"In one city, the school principal was so excited about our program, he donated space where we could meet," says Jeanne. "Mothers who never came to visit the school before now go every week and even get to know the teachers."

"Working with these women and seeing them grow and progress has been extremely worthwhile." □

conducts them while Jeanne oversees the program.

"We teach the women about health, using resources, making better decisions, child care, meal planning, home repairs and more," says Ms. Brobert. "Often the women request topics they'd like to discuss."

Many of the women have preschool children. Some of these children have emotional and other problems. While mothers attend the encounter sessions, child care specialists work with the children.

"Diane Todak, our child care specialist, holds a B.S. degree in child care development," says Jeanne. "Three aides also assist her."

Jeanne and Diane train the aides, and the children's session is definitely not a babysitting hour. Each week the children learn something. They have a snack time and these sessions prepare them for entering school.

At the end of their mothers' class, Diane gives a "mini-session" on child development. She may discuss sibling rivalry, or dealing with stress situations such as death, divorce, etc.



While their moms are in encounter sessions, children learn with educational toys.

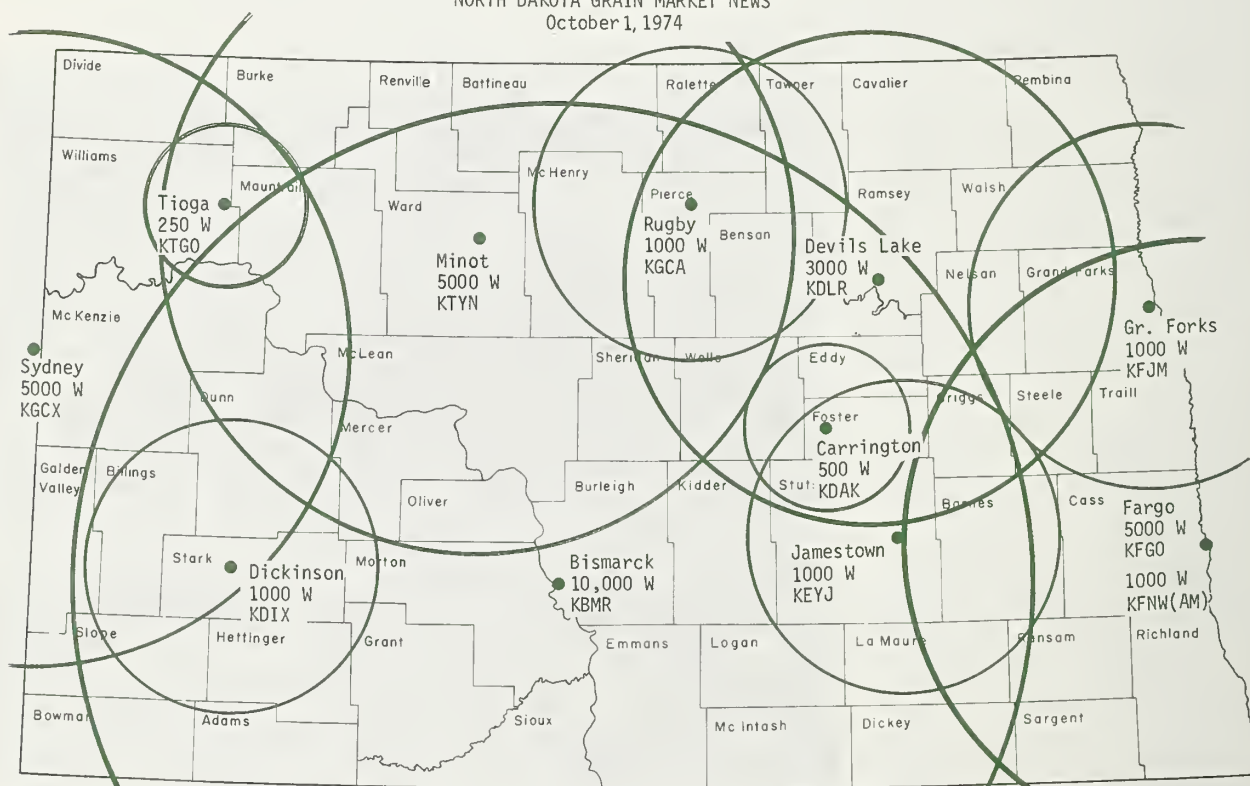
Grain marketing news growing

by
Gary Moran
Departmental Editor
Cooperative Extension Service
North Dakota State University of
Agriculture and Applied Science

"Good morning! This is Don Thom-
son from North Dakota State Uni-
versity, with the North Dakota
Grain Market News. Good news to-
day as grain futures opened stronger
at 10:00 a.m. with May futures . . .
wheat up 5½ cents . . . soybeans up 8
cents . . . corn up 2½ cents." That's a
sample of how a typical taped market
report starts 5 days a week for North
Dakota farmers and others interested
in the grain market.

This is part of the new 24-hour
marketing information service
started last August by the Extension

RADIO BROADCASTING
OF THE
NORTH DAKOTA GRAIN MARKET NEWS
October 1, 1974





Tony Jesme phones a radio station with the latest marketing news.

Service and Experiment Station at North Dakota State University (NDSU) with a pilot project supported by the North Dakota Wheat Commission.

The service is a WATS phone number (1-800-342-4914) with an attachment for two code-a-phones, which automatically play the 3-minute market recording. The incoming calls are toll free.

"This has been one of the most successful Extension marketing programs we have tried in North Dakota—it obviously met a need of wheat producers," sums up Hugh McDonald, Extension wheat marketing specialist and project leader.

The North Dakota staff is offering some new services to the media with this marketing news project:

Twice a day—about 10:30 a.m. and 2:30 p.m., Tony Jesme, Extension radio staffer who works with Jim Kanward, Extension electronic media specialist, takes the news summary tape from Thomson and calls 11 commercial radio stations, who

have requested the service. Tony relays the latest market wrapup, and the radio stations start blanketing the state with it.

Commercial radio stations have been extremely cooperative in carrying the Grain Market News. This interest is shown by daily broadcast schedules that call for airing the program live or shortly after receiving a phone report. About half these stations have a program sponsor.

Thomson does more than give a dry summary of the shift in the market. He gives a running account of why the market is doing what it is doing, what Congress did yesterday to influence grain prices, the latest Public Law 480 sales of grain by the US, and reports on crop conditions in foreign countries.

Where does he gather all of this educational information? The Ag Economics department at NDSU has subscribed to a commodity wire service, which is available for students to scan, as well as Thomson and the rest of the faculty.

Farmers and other audiences, such as country elevator operators, have two options to get instant market news: (1) Call the toll free phone number any time during the day or night, or (2) Tune in one of the radio broadcasts also using the NDSU information.

"It has been extremely interesting to see the impact of the new marketing service out in the country," said Thomson as he totaled up the phone calls for the first 7 months—97,363! A total of 2,606 calls came in the first week one phone was installed. Since the light showed a call or more waiting much of the time, a second phone was added, and the peak week (Sept. 30-Oct. 4) totaled 4,457 incoming calls!

"There is a heavy flow of calls 'after supper' and even between midnight and breakfast. About the only noticeable problem has been the complaint by producers that they still have long waits for the 3-minute message even with two phones," Thomson added.

During a recent survey, Milton Varnerstrom, North Dakota wheat farmer, summed up the news marketing service this way: "It's one of the best programs I know. I don't regret any wheat checkoff money that goes for this purpose."

The future of the news project this summer will depend on funds available, but as a last resort a project this popular would probably justify a phone service without a toll free number, which could receive collect calls from interested parties. □



Youth help plan for Philomath

by
Joyce Patterson
*Extension Communication
Specialist
Oregon State University*

In an Eastern Oregon county an 18-year-old youth is serving as a member of the county planning commission. A city in Southwestern Washington has appointed an 18-year-old young man to the city council. All across the country 18-year-olds are able to register and vote in local, state and national elections.

Society has, for a number of years, placed a premium on youth. Now, increasingly, we are asking these young people to assume responsibility in decisionmaking processes of local communities.

But are they prepared to assume such responsibilities? Since participatory democracy can survive only so long as citizens are informed and involved, Extension has an obligation to provide such education.

The pilot "Philomath Project," to introduce youth to land-use planning, is one Extension program to help prepare future leaders for Oregon communities. (Philomath is a town of 1,945 people in the Willamette Valley, nestled into the foothills of the Oregon coastal mountain range.)

The project was part of the Oregon State University Extension Service Community Development program. It involved 100 students—all seniors

in Philomath High School. It began when the town embarked on its comprehensive planning process.

Professionals closely associated with the planning process spent a week providing background information to students in the high school's modern problems class, a course required of all seniors.

Following the week of classroom presentation by experts in community planning, the students decided to conduct a community attitude survey to get information needed for the planning process. At the same time, this would help acquaint the young people with diverse attitudes in the community.

The students compiled, tested, conducted and coded the survey for computer tabulation. It was tested once on the junior class, revised, tested on members of the planning commission, and revised again. Students then presented it to the city council. Council approval and a cover letter from the mayor were the final steps before printing and distribution.

Teams of two to four students delivered the surveys to residents. Several days later they picked up those which had been filled out. Other survey forms came in by mail.

Approximately 50 percent of homes in the Philomath planning area received survey forms. About 65 percent of those were returned completed.

The entire project was coordinated by Betty Abel, Extension Service youth program assistant.

A side benefit—but an important one—was the interest stimulated among adults. Many became aware of the planning process, which was a help in assuring more citizen participation.

"Evaluation of student interest in their local community is difficult," Ms. Abel says. Several students expressed to the city council their interest in becoming members of the citizens advisory committee. One student was chosen. Perhaps others will have this opportunity.

This youth involvement in the process of land-use planning enlarged their educational experience. Their participation in preparing the community attitude survey was good at the beginning, but lost a large percentage of the students because of the time it took to test and rewrite before publication. Detail work of transferring survey information to optical scanning sheets for the computer was of little interest to them.

The quality of the survey produced by the students was very good, Ms. Abel reports. Its value to the planning project has been recognized by the city council, the planning commission, the council of governments and Extension Service. The students may not fully understand the significance of the work they have done, and unfortunately, it will be a matter of months before results are visible, Ms. Abel said.

Information gained from the survey is providing much of the demographic data needed for planning. It also is providing the citizens advisory committee with a good view of citizen attitudes and values.

Will the students become active participants in community affairs as adults? Only time will tell. But they have had an excellent introduction to the process. □

Making "eyes right"

by

Joyce A. Bower
Extension Specialist - Press
West Virginia University

4-H members in West Virginia are leading the fight against "lazy-eye"—a common disease—through their 1974-75 health program, "Eyes Right." Games, films, and community projects are being used to teach more than 35,000 4-H'ers about eye health and safety.

"Eye care was selected for the health theme because 90 percent of all eye injuries and half of all blindness are preventable," reports Sue Cecil, Extension 4-H specialist at West Virginia University (WVU).

Because 1 in 20 preschool children has a vision problem that may seriously interfere with her or his development and schooling, older 4-H'ers throughout the state are serving their communities by testing young children for *amblyopia*, commonly called "lazy-eye." Discovery before age 6 is especially important in the treatment of this disease.

In some counties, this project has taken the form of home visits in which 4-H'ers help parents test their young children. In other places, 4-H junior leaders have conducted clinics in cooperation with teachers at day care centers, Head Start classes, or kindergartens.

A Saturday morning clinic open to all preschool children was successful in Hardy County, where 60 youngsters were tested at five locations, including the Extension office. Six children not passing the test were referred to local health officials for further evaluation.

The clinic was organized and con-

ducted by the Hardy County Youth Council, a group of older 4-H members. Council President Donna Alexander and 4-H Agent Melinda Spiker trained the teens to conduct the eye test, which uses the Snellen Symbol E Chart.

To publicize the clinic, the local newspaper carried a photo of Donna testing a youngster. The 17-year-old council president also made a radio spot announcement. In addition, the Department of Welfare notified its clients about the free clinic.

"We tried to make the test like a game for the child, so he wouldn't be afraid," explains Donna. Sometimes, though, the parents would have to help the 4-H'ers give the test if their child was timid or scared.

"For the few children we couldn't get to cooperate, we gave parents the eye test kit to use at home," she added.

As with many 4-H programs, the amblyopia clinic led to another project, a free glaucoma clinic for senior citizens. The Youth Council again handled the publicity and assisted with registering the 335 participants. Four eye specialists from cities in nearby counties, along with nurses, conducted the glaucoma testing and checked the blood pressure of those requesting that service.

Basically a rural county, Hardy has few physicians and dentists, which is one reason why the clinics were so needed, according to Agent Spiker. She also reached more than 1,500 youth with a presentation on eye health and safety given in all elementary schools and all high school science classes.

Ms. Spiker plans to work on dental health programs later because many children do not have regular checkups.

Other counties are conducting similar activities, according to Ms. Cecil, who is coordinating the statewide project, including training for agents and volunteer leaders.

In Jefferson County about 160 youngsters participated in a Health Field Day, in which they ran relay races, played games, sang, performed skits on eye health, gave demonstrations on eye safety, and



Looking over 4-H "eyes right" materials.

competed in a poster contest on the "Eyes Right" theme. The clubs collected 127 pairs of eyeglasses, which they donated to the Charles Town Lions Club.

The "Eyes Right" health project was developed by the WVU state 4-H staff in cooperation with the University's School of Medicine and the National Society for the Prevention of Blindness. The state was presented audiovisual materials by the Society and the West Virginia Delta Gamma Foundation. These aids are loaned to counties for their use.

A manual was prepared for leaders, suggesting how to teach 4-H'ers about sight, eye diseases, safety and proper lighting. Included are instructions for fun-and-learn games and the "Eye-Q" test. Counties also received a supply of the eye tests and publicity materials prepared by press, radio and television specialists.

The West Virginia 4-H organization conducts a 1- or 2-year program to increase health knowledge of its 35,000 members. Other recent themes focused on drug abuse, rabies, and dental health. □

Fairs, camps, and council bring seniors together

by
Jan Christensen
Home Economics Editor
North Carolina State University

"It seems like the world done got in front of you and left you behind," was the way one gentleman from Union County, North Carolina, described retirement.

But that rather dim view was expressed 3 years ago, before the active and aggressive Union County Senior Citizens Council was organized.

The Council now sponsors a crafts fair, where senior citizens can bring homemade craft items for display and sale; a Senior Citizens Day at the North Carolina-South Carolina District Fair, that's fun and games; and a senior citizens camp, a 3-day event that combines recreation with education.

The retired gentleman agrees the Council events are great. "They bring people together to talk and to learn," he observed. "As long as folks stand off," he sagely noted, "they don't learn nothing."

The nucleus of the senior-citizen program was formed following a county-wide White House Conference on Aging forum in 1970.

At that time, an interagency council, with representatives from the Agricultural Extension Service, Social Services, and the Health Department, was founded to explore programming ideas and to set objectives.

Jeanette Sherrod, Extension home economics agent, was named chairperson.

To become better acquainted with Union County's senior citizens, the interagency council planned valen-

tine parties in four areas of the county. More than 350 senior citizens attended.

The parties were supported by local firms that donated door prizes and refreshments.

Those attending showed a great need and interest in the proposed Senior Citizens Council and its aims. Many asked, "What are we going to have next?"

The answer: Senior Citizens Sunday. The Council, under the leadership of Ms. Sherrod, sent information to all churches asking them to organize their senior citizens into clubs during May.

In 1972, Council members founded and interested senior citizens in a "Hobby Fair," that allowed elders to express their creativity and to earn a little pin money. It has become an annual event.

Any person, 60 or older, is a welcome exhibitor at the fair, held in a vacant building downtown. All types of crafts are submitted—sewing, knitting, crocheting, flower arrangements, candles and many others.

Participants set their own prices for craft items and collect the money. There are no exhibitor fees. Each year sales have topped \$300.

Another function that caught on and is now an annual event, is a Senior Citizens Day at the North-South Carolina District Fair in Monroe, N.C.

Fair officials and businesses cooperate in sponsoring the day,

which includes free bingo, prizes for special events and competitions, and refreshments.

Perhaps the most innovative of the senior citizens activities have been the day camps, held the past three summers.

Each camp session ran 3 days and attracted more than 100 senior citizens each day.

The camps provided education, as well as recreation. Among the special classes were: "Tax Exemptions for the Elderly," "How to Apply for Medicare and Medicaid," "Guards Against Frauds and Quacks," "Buying Hearing Aids," "Wills and Inheritance Tax," and "Medical Tips for the Aged."

For a change of pace, senior citizens could select minicraft workshops and had opportunities for chair exercises and recreation.

An innovative and exciting part of the 1974 camp was the free airplane rides. For many, it was their first flight.

At midday, a hot lunch is served to camp participants, under Ms. Sherrod's supervision.

In 1973, the Council was incorporated. As the years have gone by, more and more senior citizens have served on it. Agency representatives now serve as consultants or advisors, rather than as officers or in leadership roles.

After 3 successful years, the Union County Senior Citizens Council felt the time was right to seek funds for a full-time coordinator. A man was



Mattie Gurley and Bessie Rushing talk about crafts during a 3-day senior citizens camp.

employed on a regional basis, with eight counties cooperating. But with that large an area to serve, he was primarily a consultant on budgets and funding. So the Union County Senior Citizens Council sent a proposal to the county commissioners recommending that a full-time program coordinator and a part-time secretary be hired.

The request had to be turned down because there was no legal way the county commissioners could use tax money for this purpose.

However, the Council didn't stop. They called in a member of the Governor's Coordinating Council on Aging to assist in writing a proposal and again approached the commissioners. To no avail.

So Ms. Sherrod and others con-

tacted United Way and found they were interested in helping. They presented the proposal to the United Way Board and were given the one-fourth share needed to match funds from the Governor's Coordinating Council on Aging.

In late August, thanks in part to Ms. Sherrod's efforts, the Union County Council on Aging hired its director.

Office space for the director and his part-time secretary was donated by the Housing Authority.

The Council also realized the value of research in knowing more about the county's elder citizens and their needs. They interviewed more than 800 persons, about 10 percent of Union County's senior population.

Duke University's Department of

Gerontology expressed interest in processing the demographic data and interpreting the research findings.

Although Ms. Sherrod is also Union County's Extension "specialist" in housing and house furnishings, and in family relations, and shares responsibilities for the Extension Homemakers Organization, she feels her work with the senior citizens has been rewarding.

"We reach across all income levels, all educational levels, and have the support of both races," she says.

"As an advisor to the Council, I would like to see them put even greater emphasis on telephone reassurance and the friendly visitor program," she added.

"It's been a real challenge," she concluded, "but it's been great." □

A different kind of summer

by
MaryLu Barth
Summer Assistant
Tazewell County

and
Marilyn Norman
Asst. Extension Advisor
Home Economics
University of Illinois

"... take camera two, fade theme, open mike and cue her!

"Hi! My name is Jan Harrington and I'd like to welcome you to '4-H Is More! ...'"

"Ah, a 4-H TV program—good idea!" you think? Well, this is not just



4-H'ers add final touches to lighting, and focus cameras while Dave Myatt waits to be interviewed.



The cast warms up while the crew is shooting the titles.

an ordinary 4-H program. You see, Kim, 15; Elsie, 13; and Clint, 18; are cameraoperators. Debbie, 17; Marti, 16; and Janet, 15; are floor managers. Jan, 18, is hostess; Sue, 14, is technical director; and MaryLu, 19, is director. All are 4-H'ers who had their own TV program in cooperation with local cable TV in Peoria, Ill., to tell the 4-H story.

It all started in June 1974 when a 4-H'er, home from college, had the idea of involving 4-H'ers directly in the experience of producing shows, and informing the public about 4-H and its many different programs. With the help of the Extension advisor and the county's summer assistant, she drew up a proposal to send to local TV and radio stations.

The original intent of this proposal was for the 4-H'ers to plan the programs, provide speakers and interview them. But one station made them an unbeatable offer—the use of cameras, controls, directors—everything!

The proposal then took on a greater dimension. Now the job was to find members who would really work to make a worthwhile finished product. Extension advisors from Tazewell and Peoria counties helped in the search. In a couple of weeks, they had found enough 4-H'ers willing to spend the time and work necessary.

These nine new “broadcasters” first had to meet, plan, and learn. They wanted to enter the TV studio with some knowledge of what goes into a production and what would be expected of them. Assisted by a professional photographer with a background in commercial TV directing, they talked over television terminology, studio personnel, and the jobs they would be expected to fill. They also reviewed the station's capabilities, and what could and could not be done.

One of the biggest questions was: “Where do we start on program ideas?” They wanted to have all the topics for their 5 weeks of taping,

plus the first show well planned ahead of time. They decided that the first show should be a general introduction to 4-H. The team divided up the jobs. Some gathered slides, some wrote scripts, others found guests to interview.

In the next week they met twice more to plan and discuss. One hard task was to find an appropriate title for the series. After much deliberation, and a few laughs, the 4-H'ers decided that “4-H Is More” carried the meaning and message they wanted. Another important detail was choosing a peppy and interest-catching theme song.

Next, it was time to go to the studio and learn. The training sessions lasted for 3 weeks—3 days a week, for 3 hours each day. Helpful employees showed the group how to work the cameras, what knobs to turn for this and what cranks to wind for that.

The 4-H'ers practiced with the cameras, trucking left and right, zooming in and out, dollying forward and backward, and focusing.

Quickness, smoothness and accuracy were stressed.

While some worked on cameras, others learned the basics of setting up the lighting—how to change the light direction, angle, and color by using gels, “barn doors,” and switches. During a meeting with the production manager of the studio, the original planner of the program was elected executive producer, and the summer assistant named director. By the end of the first training session, interest ran high and the group looked forward to future experiences.

In the days and weeks that followed, the crew was introduced to the inner workings of broadcasting. A new job, “technical director,” was assigned to help spread the work and give more people experience in the control room. The director called the shots while the technical director punched the buttons and handled the controls. They learned that a lot goes into a production before the videotape is ready to roll. Voice levels must be taken on each microphone; this controls the loudness and softness of each mike.

Cartridges with the theme song and public service announcement must be in place and ready to go.

By the second week, the camera operators were learning fast. They did so well that the station used them to shoot other shows. This stimulated interest and was good practice. Everyone pitched in, learning how to direct lighting.

The group made their own cards for the credits shown at the end of the program. Everyone found jobs they felt most comfortable in. Hosting and producing the shows was shared.

After 3 weeks of training the day arrived for the first taping. A slightly nervous and anxious crew arrived. This was it. If they failed, the station would not air the show and would cancel the series.

The first show was “What Is 4-H?”

The program format included:

1. Introduction
2. Slides—A set of slides showing aspects of 4-H: camping, meetings, county shows, projects, etc.



4-H'ers Susan Webber and MaryLu Barth direct the show from the control room.

3. Public service announcement.

4. Interview—Each program host interviewed guests connected with 4-H.

Everyone learned from that first show. A few mistakes were made, but all in all, it was a successful venture. The hostess learned that it wasn't such an easy job keeping the questions rolling in an interview; the control room personnel learned that sometimes the wall between them and the studio seems 8 feet thick and things either go too fast or too slow.

The camera operators learned they have to be there and be there quick. But success was theirs—the station program director agreed to air the series.

In the following weeks, shows were

about: 4-H projects, safety, and 4-H at fairs.

Soon it was time for their fifth and last show of the series. With schools starting, it would be impossible to continue on a regular basis. The final show consisted of several 4-H members talking about their personal experiences and benefits from 4-H membership.

Although the project was over, the 4-H message had reached thousands of area people. Videotapes preserved the message for possible future use. The summer's experience will long be remembered by all involved. When friends ask one of these 4-H'ers “What did you do this summer?” The answer is much more significant than “just loafing”! □

Children and plants grow with therapy

by
William S. Sullins
*Assistant Extension
Editor, Agriculture
Kansas State University*

Lee Ann brought a newspaper clipping to class. She insisted on reading it aloud because it told about planting and growing bulbs.

When the student was finished, the teacher asked: "If we planted bulbs now, when would they come up?" "In the spring," replied Joyce, another student. The teacher made a mental note to buy some bulbs.

Max Morris is not a regular classroom teacher. He is Kansas State University's (KSU) Extension horticultural agent in Shawnee County. His class doesn't meet at a Topeka public school, either. It meets at the Capper Foundation for Crippled Children.

With an exception or two, the

students are confined to wheelchairs. Disease or birth defects also cause some to speak haltingly.

Each Wednesday at 12:30 p.m., Morris leaves the KSU Extension office and drives to the Capper Foundation complex. There, he teaches girls and boys in 1-hour sessions every other week. Some of the youngsters are brought to the Foundation daily, while others are resident patients.

There is something about plants and the soil that seems to lift the spirits and stimulate the mind. You can see it reflected in the faces of the disabled children. "It's good therapy for them," says Morris. "But it is also good for me."

Just off the room where the kids gather for their class meeting is a small greenhouse, where plants grow throughout the year and are used as teaching aids by Morris. Recently, seven happy girls—Lee Ann, Joyce, Carlyn, Susan, Janna, Janice, and Diane—were going to pot some plants.

It's pretty difficult to pot plants when your arms and hands won't respond to orders from your brain. But, in Morris's class, you try anyway. One student, who couldn't use her arms at all, wore a helmet

rigged with a pencil-holder-type gadget attached to the forehead area. A small toy shovel was attached by an attendant. The child, working slowly but with resolve, used head movements to scoop the soil into the pot. Then a pencil was inserted into the holder for use in making a depression in the soil. That accomplished, again by head movement, the attendant placed the plant in the depression made by the pencil, and the project was completed.

Morris held a potted plant in his hand, as the youngsters sitting in their wheelchairs around a table watched with eager eyes. "What is this plant?" Morris asked. When he got a couple of wrong guesses, he explained that it was a weed that settlers who pioneered the West many years ago considered as food. "It's called lambsquarter. Does anybody want it?" He got a taker in Carlyn, who pretended to eat it.

He asked that a second plant be identified. After another guessing game, Morris said it had a long name and then pronounced it. "Sounds like a disease to me," quipped the talkative Lee Ann.

When the teacher noted that a plant with damaged roots needed surgery, a student responded: "Hey everybody, Dr. Morris is going to perform an operation."

As the class period continued, Morris showed the progress being made by a plant that had been broken but mended, gave individual attention to students who had a particular problem with their projects, and demonstrated what happens when a plant isn't watered.

By the time the class period ended, loose soil was strewn on the table and floor. There were a few dirty hands, too. Nobody minded at all. When Morris joked about who was going to "clean up this mess," one girl smiled: "You are, of course."

Everybody laughed, and the class was over.

(The nonprofit National Council for Therapy and Rehabilitation Through Horticulture offers help in developing programs for the handicapped. Write to the Council at Mt. Vernon, Va. 22121.) □



Max Morris and his horticulture class at the Capper Foundation for Crippled Children in Topeka.

Mississippi's media market basket

The current economic situation and rising costs challenge Extension educators to help consumers better understand the marketplace and develop competence in using their resources.

by
Cliff Bice
News Editor
Mississippi Cooperative
Extension Service

"Excuse me, but aren't you Miss Market Basket?" a young waiter at a local restaurant in Jackson, Miss., shyly asked Ann Rushing.

"Yes, I guess I am," she laughingly answered.

"I watch your television program all the time," the young man added.

That recognition and positive reaction to "Market Basket," a weekly 10-minute television program which Ms. Rushing, marketing specialist, Mississippi Cooperative Extension Service, presents over WJTV-TV, is typical of the viewer response to her programs.

However, Market Basket is only one of the many mass media outlets that Ann uses to get food marketing information to the people of Mississippi. In addition to personal appearances before homemaker groups, civic and professional clubs and organizations, she appears on a program called "Coffee With Judy" on WLBT-TV in Jackson each Friday.

She presents a daily 5-minute radio program at WJDX, and writes three news columns each week—one each for the *Jackson Daily News* and *The Clarion Ledger* (circulation, 109,000 weekly), and one, entitled "\$ and Sense," that is sent statewide to all daily papers in Mississippi (circulation, more than 20,000 weekly).

Viewer and reader response to Ms. Rushing's programs and news columns proves that mass media do reach the general public with consumer information.

"Requests to my office during 1974 averaged more than 1,000 per month," she says. "Most requests are for leaflets or other printed material offered, but many telephone calls and letters come from people just wanting current information to help them better shop for and use the food for their families," she added.

According to recent surveys, Ms. Rushing's information via mass media reaches a television audience of 106,000 persons weekly, and her radio program has a listening audience of 125,500 weekly. By request, copies of her news releases and recipes also go each week to 700 home economists.



Ann Rushing goes over last minute plans for "Market Basket" with C.R. Findley, producer-director of the Jackson, Miss., TV show.

"The publication *Holiday Foods* is the most popular of all the printed materials offered each year," Ms. Rushing noted. "When I came onto this job in 1963 we were printing 1,200 copies for distribution. That figure has gradually increased in response to requests and we printed 65,000 copies in 1974. About 8,000 of these were mailed directly to consumers who requested them from my office, and the remainder were requested and used by Extension home economists and other professional home economists in the state," she added.

"The topics I discuss on Market Basket deal primarily with buying food, but I usually show a finished product. I think that more people will want to try what you're talking about if they can see what the final product is like," Ms. Rushing explained.

"I closely coordinate the topics I cover in my news columns with the topics used on television and radio that same week. Then, I offer the same printed material through all outlets. This way I stay up-to-date on the latest food buying information and put it into a practical form that homemakers can understand and use when they go to the store.

"Information should be seasonal and reflect what's available locally. Price is another criteria for including information in my columns or TV programs," she added. "I try to include what is being offered on store specials in the area and show people how they can use the specials. The information should be practical. Many people are looking for foods that are quick and easy to prepare, so I include tips for them, too.

"To keep up with the latest information, I research materials from the U. S. Department of Agriculture (USDA), commercial companies, and Extension Services in other states. However, to make it all apply locally, I regularly visit our stores and markets to give that local slant to whatever I'm talking or writing about," she stressed.

C. R. Findley, producer-director of "Market Basket," said, "Ms.



Ann keeps a close check on food supplies and prices.

Rushing's program is bound to be good judging by the number of letters and calls we get each week. She gives up-to-date information on what's going on in the food industry and presents timely food tips and prepares dishes to show how to use various foods. We run each show twice—Thursday at 12:20 p.m. and again Friday at 6:35 a.m. Her program pulls more mail than any other we have on the air," Findley said.

Chuck Cooper, general manager of WJDX, commented that, "People identify with her and her program very strongly. We get lots of comments from listeners because her information is timely and helpful.

"The short format of the show appeals to people who are very mobile now. I think this type program is the way of the future to reach the masses of people."

"The response to Ann's programs is a true measure of her success," said Mary Wallace, home economist with a local food chain. "We try to work with her by letting her know what our stores are featuring as specials.

"Many of the changes in food buying are being necessitated because of supply and prices of products. Also consumers are more conscious today about quality and labeling. However, many of their new attitudes are the result of educational programs such as Ann's." □



people and programs in review

USDA Honor Awardees

Twelve Extension employees and a six-member team received one of the U.S. Department of Agriculture's highest honors—the Superior Service Award—from Secretary Earl Butz on May 28th, at ceremonies on the Washington Monument grounds.

Honored for their many contributions to Extension and USDA were: *John D. Andrews*, county agent, Louisiana; *Lloyd C. Baron*, county agent, Oregon; *Billy Beach*, area community development agent, Indiana; *Stephen M. Born*, natural resources specialist, and *Douglas A. Yanggen*, land use planning specialist, Wisconsin; *Gerald Y. Duke*, assistant director, management operations, Georgia; *Delwyn A. Dyer*, community resource development specialist, and *Gene McMurtry*, director, community resource development, Virginia; *Don H. Peterson*, county agent, North Dakota; *Faith Prior*, home management specialist, Vermont; *Anne L. Rehbein*, county agent, Montana; and *John Spaven*, editor, Vermont.

Members of the Texas Home Care and Maintenance Program Team receiving the unit award included: *Lillian C. Chenoweth* (team coordinator), *Doris M. Myers*, *Janice G. Carberry*, *Lynn Bourland*, *Patricia A. Bradshaw*, and *Jane C. Berry*.

Two States Lead Way in Cancer Education

A national "Checkmate" award for outstanding cancer education was recently presented the Arkansas Extension Homemakers Council, representing about 20,000 women. More than 150 homemakers clubs were formally enrolled in a three-part program of the American Cancer Society.

In South Dakota, the only rural mobile breast cancer screening program in the US is jointly sponsored by the Cooperative Extension Service and the Extension Homemakers Council.

Interested in Land Use Planning?

The National Task Force on Land Use approved by ECOP has developed a packet of three leaflets entitled: *Land Resources Today — Issues — Citizens' Roles — Policy Instruments*. The packet can be ordered from John Quinn, 437 Mumford Hall, University of Illinois, Urbana 61801, for 50 cents plus postage. The packets also contain information on other materials prepared through the project: "Land Resources Today," videotape, Oregon; "Planning Resources Today," slide-tape set, Alabama; and *Beat the Issue—a Game of Land Use Choices*, Virginia.

National Dairy Herd Improvement Association (NDHIA) Expands

NDHIA has self-financed itself for \$34,000 in 1975 and plans for \$52,000 in 1976. They are also seeking their first full-time executive secretary. NDHIA plans an increase in the number of cows being tested during the next 5 years—from 30 percent now to 45 percent by 1980.

1975 4-H Report-to-Nation Team Selected

Eight young women and men were selected from 240 delegates to the 1975 National 4-H Conference to serve as the 1975 Report-to-the-Nation team. Representing a wide variety of backgrounds, geographic locations, and 4-H experiences, they will represent 4-H to various groups and organizations across the country during the coming year.

Members of the team include: Mary Betty Waggy, California; Kurt Daw, Idaho; Teri Dee Yeates, Illinois; Lloyd P. Albert, Maine; Jocelyn Jones, Mississippi; Mary Jo Rice, Nebraska; Christopher Heavner, North Carolina; and Mike Ivens, Tennessee.